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ABSTRACT

This report describes the second module of an early intervention program for at-risk kindergartners who show the early signs of antisocial behavior patterns. The second module of the "First Steps" program describes a school intervention involving the target child, peers, and teachers that teaches an adaptive, prosocial pattern of school behavior. The Contingencies for Learning Academic and Social Skills (CLASS) program requires 30 school days for implementation and consists of three phases: Consultant (days 1-5), Teacher (days 6-20), and Maintenance (days 20-30). The intervention relies on a point system and rewards the whole class for the targeted student's behavior. Included in the report are descriptions of intervention agreements and responsibilities, implementation procedures, recycling procedures, strategies for trouble shooting, and behavior maintenance plans. Two flowcharts provide complete overviews of the intervention procedures. In addition, a graph provides a timeline of involvement for each of the major participants in the CLASS program. Appendices include an agreement form, a menu of rewards and praise statement for teachers, a menu of rewards and praise statements for parents, a daily summary chart, a class monitoring form, blank copies of individual green/red point cards, and a list of additional resources. (CR)

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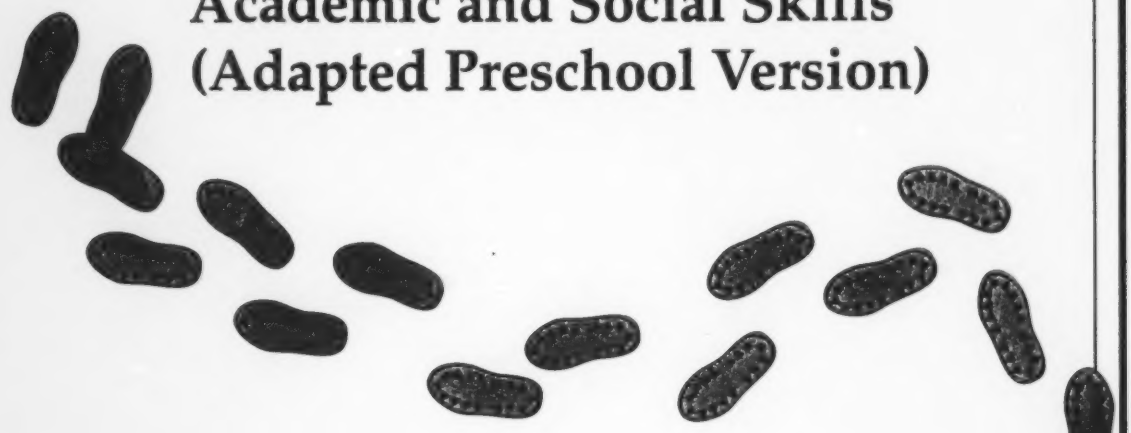
First Steps School Intervention Module:

CLASS

Contingencies for Learning Academic and Social Skills (Adapted Preschool Version)



Prepared by
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A Component of the First Steps Program
An Early Intervention Program for Antisocial Kindergartners

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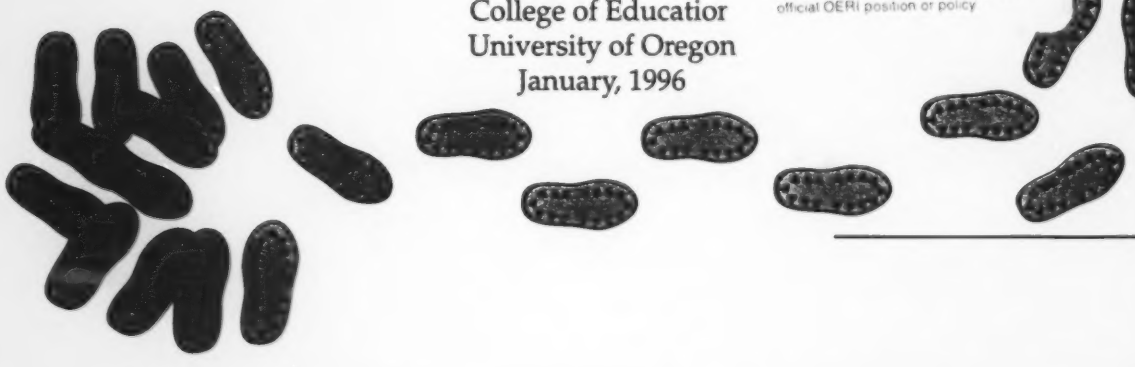

EC 305559

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CLASS

Contingencies for Learning Academic and Social Skills

(Adapted Preschool Version)

An Early School Intervention Program for At-Risk Kindergarteners

Prepared by:

Annemieke Golly, Ph.D.
and Bruce Stiller, Ph.D.

A Component of the

FIRST STEPS PROGRAM

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Adapted from the original CLASS program for K-3 students by Hyman Hops and Hill Walker available from:

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January 1996

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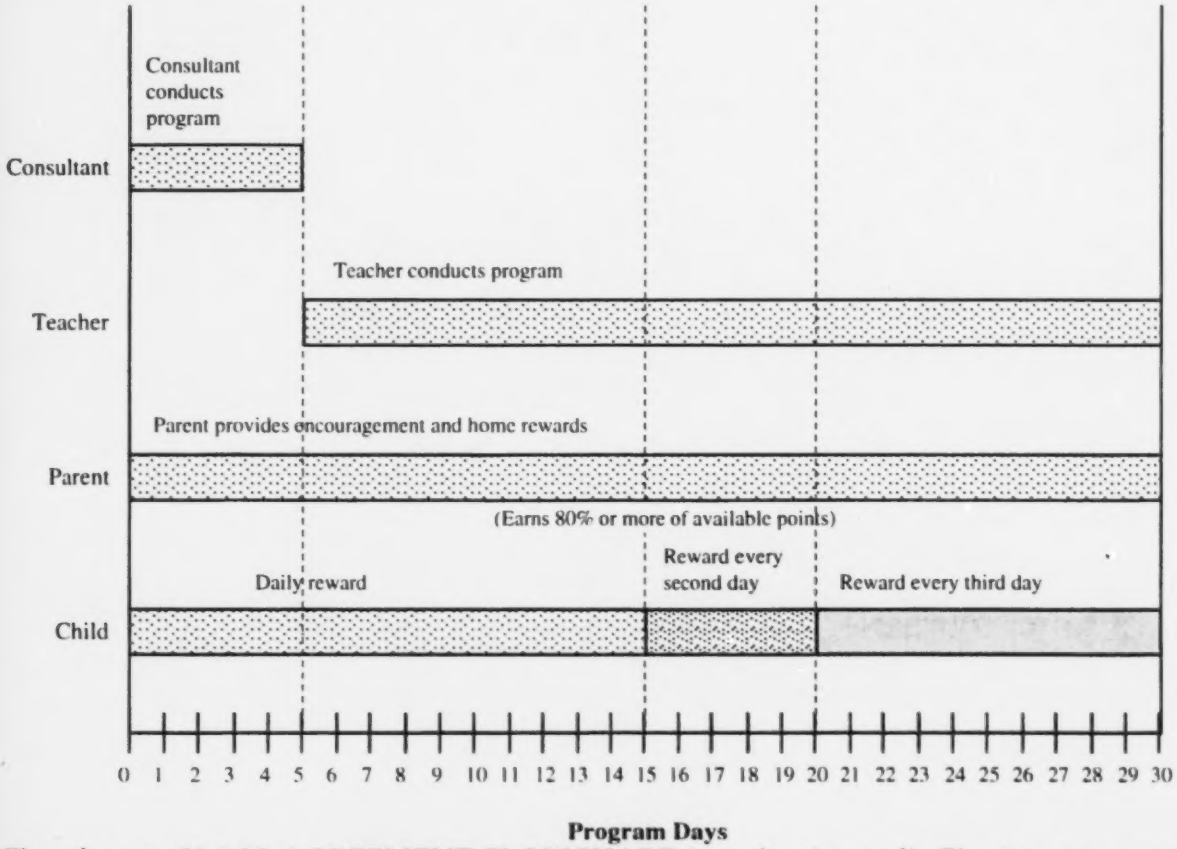
CLASS PROGRAM DESCRIPTION

INTRODUCTION

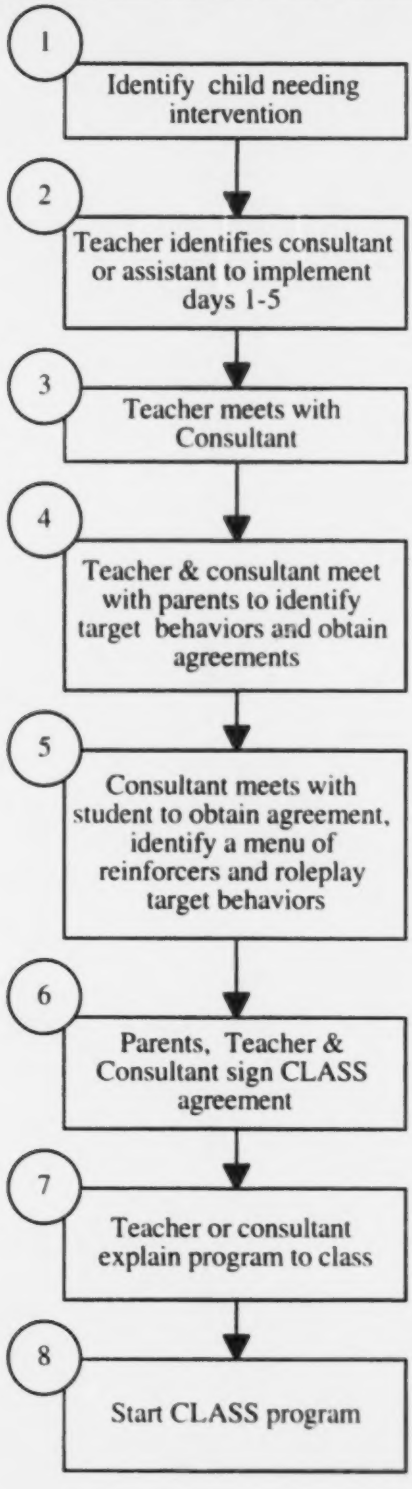
This manual provides a description and overview of the CLASS Program. The CLASS Program is an intervention program for young students at-risk of being labeled conduct disordered or antisocial It requires 30 school days for implementation and consists of three phases: Consultant (days 1-5), Teacher (days 6-20) and Maintenance (days 20-30).

Included in the following sections are intervention agreements and responsibilities, implementation procedures, recycling procedures, trouble shooting and behavior maintenance plans. Two flowcharts provide complete overviews of the intervention procedures. In addition, the graph below provides a timeline of involvement for each of the major participants in the CLASS Program.


Consultant conducts program
Consultant
Teacher conducts program
Teacher
Parent provides encouragement and home rewards
Parent
(Earns 80% or more of available points)
Daily reward
Reward every second day
Reward every third day
Child
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
Program Days

Flowchart 1: **CLASS AGREEMENT FLOWCHART** (see also Appendix B), gives an overview of activities occurring before the CLASS intervention starts. Each numbered section is explained following the flowchart.

CLASS AGREEMENT FLOWCHART


1
Identify child needing intervention
2
Teacher identifies consultant or assistant to implement days 1-5
3
Teacher meets with Consultant
4
Teacher & consultant meet with parents to identify target behaviors and obtain agreements
5
Consultant meets with student to obtain agreement, identify a menu of reinforcers and roleplay target behaviors
6
Parents, Teacher & Consultant sign CLASS agreement
7
Teacher or consultant explain program to class
8
Start CLASS program

I INTERVENTION AGREEMENTS AND RESPONSIBILITIES

1. Identify Child Who Needs Intervention.

To identify children who might benefit from the CLASS program, use one of the options provided in the *assessment module* (see selection process). Options range from a simple referral process to a more elaborate screening procedure.

The minimum recommended procedure for identifying students who might benefit from the CLASS Program requires the teacher to complete a brief rating scale. The rating scale documents the child's behavior prior to intervention. This information can be compared with post-intervention ratings enabling the user to determine if any positive changes have occurred.

2. Teacher Identifies Consultant to Help Implement Days 1-5.

In days 1-5 of the CLASS program, the child is carefully monitored and receives a high rate of feedback on his/her behavior. For example, on day 1, the child receives feedback every 30 seconds. An adult sits next to the child and awards points. Although the frequency of feedback is rapidly faded, it would be difficult for the classroom teacher to provide the needed feedback during the first 5 days of the program. Consequently, it is important to identify a person who can assist the teacher during this most intensive phase of the program.

A range of persons could be recruited to assist with implementation of program days 1-5. Examples include: A school counselor, school psychologist, teaching assistant, principal, teaching colleague, parent helper, or university student.

3. Teacher Meets With Consultant.

The purpose of this meeting is to obtain agreement about implementation of the program and specify responsibilities of the teacher and the consultant. A written agreement is signed by the teacher and the consultant (see Appendix C).

Responsibilities of the teacher:

1. Implement and monitor the CLASS program from Program Day 6 through the conclusion of the program (typically Day 30).

2. Meet regularly with the CLASS program consultant to check the student's progress and make adjustments as needed.

3. Obtain cooperation from other school staff when their involvement is needed (e.g., playground supervisors, PE teacher, librarian).

4. Send the GREEN/RED card home with the target child every day. Contact parents if card has not been returned by the child the following day.

5. Record number of points earned each day on CLASS Monitoring Form (see Appendix H).

6. Develop a menu of school rewards with the student and the consultant (see Appendix D).

7. Provide the child with earned rewards the day they are earned.

8. Continue to verbally praise and encourasge the child for appropriate behavior after the CLASS program has been completed (see Appendix G).

Responsibilities of the consultant:

1. Observe the target child once in the classroom and once at recess to become familiar with his/her behavior and the teacher's expectations. The classroom observation is 15 minutes long. The recess observation is either 15 minutes or for the duration of the recess, whichever comes first.

2. Meet with the teacher and parent(s) to identify student behaviors that need to be learned.

3. Meet with student to explain program, role-play behaviors to be learned, clarify expectations and identify possible rewards.

4. Meet with the entire class to explain the program and enlist cooperation of the other children.

5. Implement CLASS program days 1-5. Consult with teacher during the remainder of the program and help problem-solve as needed.

6. Facilitate communication between the teacher, and the parent(s).

4. Teacher and Consultant Meet with Parents

The purpose of this meeting is to solicit the parents' involvement in the CLASS Program. The effectiveness of the program is heavily dependent upon parent involvement. During this meeting, the teacher and consultant share observations of the child's behavior. This includes a discussion of the child's appropriate behaviors and those that need improvement. Next, target behaviors are identified (e.g., following directions, completing work, getting along with others). Finally, responsibilities of the parent(s) are outlined (see Appendix C) and discussed.

Responsibilities of the parents:

1. If the child has earned the required number of points, as shown on the GREEN/RED Card, provide an agreed upon reward and praise the child at least three times that day. Please list possible home rewards below:

   a. _____ b. _____

   c. _____ d. _____

   e. _____ f. _____

2. If the child has **not** earned the required number of points, praise the child for bringing the card home and tell the child that he/she can try again the next day.

3. Sign the GREEN/RED Card and return it to school with the child the next day.

4. Provide the necessary transportation in the event the child is sent home early from school. Do not allow the child to engage in preferred activities (e.g., watching T.V., playing video games) until regular school hours are over. Ensure that all assigned work sent home is completed before the next day.

5. **Parents, Teacher and Consultant Sign Agreement**

It is important for all participants to sign a written agreement so that everyone is clear on their responsibilities and all demonstrate their commitment to implement the program with integrity (see Appendix C).

AGREEMENT TO PARTICIPATE IN THE CLASS PROGRAM

The purpose of this agreement is to clearly identify the responsibilities of everyone connected to the CLASS program. Each person's responsibilities are specified on the attached pages.

The program will last approximately 30-45 school days. The signees agree to carry out the terms of this agreement. Any member can ask for renegotiation if adjustments or modifications are needed.

Parent/Guardian	Parent
Teacher	Consultant
Student	Date

6. Consultant Meets With Student

The purpose of this meeting is for the teacher or consultant to explain the program, clarify expectations and obtain the student's agreement to participate. The consultant discusses the target behaviors identified during the parent/teacher meeting with the child. An example of this discussion might be:

"I've been talking with your parents and teacher. We would like to teach you some things that will help you do well in school. We would like to help you learn to follow directions the first time, get your work done and play nicely with other children. If you can learn to do these things, you can earn something special for your class. And your parents will do something special with you at home.

This is how it works:

I have a card here that is Green on one side and Red on the other side. When you see a traffic light, what does GREEN mean? (child responds). It means GO. When the light is RED, it means STOP. This card works the same way. When you are following directions and getting your work done and playing nicely, this card will be on GREEN. GREEN means Keep it up!. If you make a mistake, the card will be on RED. RED means STOP. If you stop what you are doing and follow directions, the card will go to GREEN again.

You will get points on the card. If you are doing the right thing, points will go on the GREEN side. If you are not doing the right thing, points will go on the RED side. You will try to get as many points on the GREEN side as you can. If enough points are on the GREEN side, you will earn something special for the whole class. "

Next, the consultant and child identify rewards or privileges the child would like to earn (e.g., extra recess, special game, treat for snack, special story, special song, special project for class). Please list possibilities:

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

Following the meeting, the consultant asks the teacher which activities are acceptable. Those approved by the teacher comprise the reward menu for the child.

Finally, the consultant and student clarify expectations. Acceptable and non-acceptable school behaviors are identified, then the student and consultant roleplay them. First, the consultant gives the child directions and uses the card to provide feedback. When the child performs the behavior(s) accurately, consultant and student roles are reversed. The child assumes the role of consultant and uses the card to demonstrate understanding of the program. The consultant take the role of the child and demonstrates his or her appropriate and inappropriate behaviors to determine whether the child is clear on classroom expectations. The child puts the card on GREEN when the consultant behaves appropriately and turns the card on RED when the consultant behaves inappropriately. An example of a role play is provided below.

> The consultant tells the child to line up at the door. The child runs to the door. The consultant turns the card to RED. The consultant says: *"You need to walk. Come back and try it again."* The child goes back and walks to the door. The consultant turns the card to GREEN. This procedure is repeated several times with different examples
>
> Next, the consultant says:
> *"Now you are going to be the teacher, and I am going to be the student. You give me a direction and see if I do it the right way. "*
>
> The child tells the consultant to do his/her work. The consultant says in a defiant tone of voice: *"I don't want to."* The child turns the card to RED. Next, the child tells the consultant *"Do your work."* The consultant complies and the child turns the card to GREEN. This procedure is repeated several times with different examples.

The meeting is concluded when the consultant thanks the child for agreeing to participate in the program and has the child sign the agreement.

Responsibilities of the student:

1. Follow directions.
2. Do your best work.

3. Treat others nicely.

4. Take the GREEN/RED point card home and show it to mom/dad.

5. Bring the signed GREEN/RED point card back to school.

7. Consultant Explains Program to Entire Class

The purpose of this meeting is to explain the program and how it operates to the entire class and to obtain the cooperation of all students. A good way to get the children's' attention is to say: *"May I have your attention please."* Praise students who are sitting quietly and looking at the teacher. When all students are giving their attention, the consultant begins to explain the program as follows:

"Your class has been chosen to participate in a special project. Johnny has volunteered to help. Johnny is going to work very hard to follow directions, do his work the right way and get along with others. He will earn points on this GREEN /RED card. When he has earned enough points on the GREEN side, the whole class gets to have a special surprise. Raise your hand if you want to help Johnny earn something special for the whole class.....Here's how you can help:

1. *Do your own work neatly and quietly.*
2. *Thank Johnny when he is doing the right thing.*
3. *Ignore Johnny if he is not doing the right thing.*

It will really be fun to play this game. It will help all of you do a great job in school"

Review peer behavior

Ask what things classmates can do to help the student earn a group reward. Praise responses such as, *"Ignore Johnny when he is supposed to be working,"*
and, *"Do your own work."* Then paraphrase
"When I ask you to work quietly you can do your own work and do it quietly. Also, when Johnny is working, you shouldn't talk to him. If Johnny comes over to talk to you, you should say, "I can't talk to you now," and continue to do your own work."

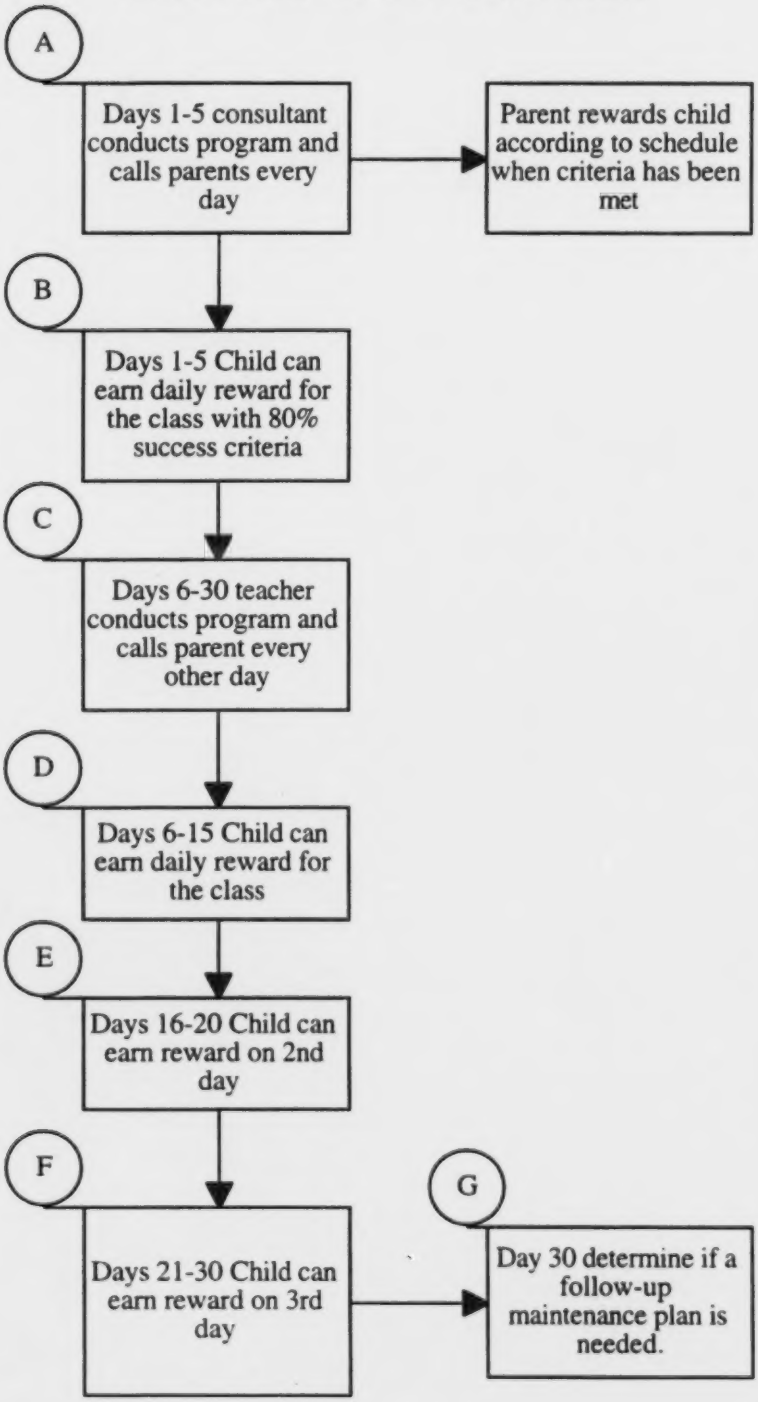
Announce the reward

It is helpful to write on the board the number of points required to earn the reward. Tell the class that Johnny has chosen something special for the whole class if he earns those points.

If there are no further questions or concerns, the CLASS program is ready to start. Go to Flowchart 2: **CLASS INTERVENTION FLOWCHART**

II CLASS INTERVENTION PROCEDURES (See Flowchart on page following.)

CLASS INTERVENTION FLOWCHART


A
Days 1-5 consultant conducts program and calls parents every day
Parent rewards child according to schedule when criteria has been met
B
Days 1-5 Child can earn daily reward for the class with 80% success criteria
C
Days 6-30 teacher conducts program and calls parent every other day
D
Days 6-15 Child can earn daily reward for the class
E
Days 16-20 Child can earn reward on 2nd day
F
Days 21-30 Child can earn reward on 3rd day
G
Day 30 determine if a follow-up maintenance plan is needed.

DAILY SUMMARY CHART

DAY	LENGTH OF SESSION	OBSERVATION INTERVAL	TOTAL POINTS POSSIBLE	POINTS NEEDED	VERBAL PRAISE C=consultant T=teacher	SHOW CARD
CONSULTANT PHASE (observe 10 sec.)						
1	20 min.	30 sec.	40	32	C-9 T-1	1:1
2	20 min.	1 min.	20	16	C-7 T-2	1:1
3	20 min.	2 min.	10	8	C-4 T-3	1:1
4	20 min.	4 min.	5	4	C-3 T-4	1:1
5	30 min.	5 min.	6	5	C-3 T-4	1:1
TEACHER PHASE (observe 5 sec.)						
6	30 min.	5 min.	6	5	6	1:1
7	40 min.	5 min.	8	6	8	1:1
8	60 min.	5 min.	12	10	10	1:2
9	90min.	5 min.	18	15	15	1:2
10	120min.	5 min.	25	20	20	1:2
11-12	120min.	8 min.	15	12	20	1:3
13-15	150 min.	8 min.	20	16	15	1:3
16-20	150 min.	8 min.	20	16	15	1:5
21-30	150 min.	10 min.	15	12	15	card not shown
31-end	Maintenance	10 min.	none	none	15	no card

The following narrative explains each section of the CLASS INTERVENTION FLOWCHART on page 13.

A. Days 1-5 Consultant Conducts CLASS Program for 20 Minutes

During this part of the program, a student must successfully complete a day before advancing to the next day. For example, if the student passes Day 1, he/she progresses to Day 2 the following day. If the child is not successful on Program Day 1, he/she must remain on that Program Day until the required number of points is earned (see Recycle Procedures on page 19). Most children experience a high rate of success during the first five days of the program.

On Program Day 1, make sure that you :

1. **Select a 20 minute time period** agreed upon with the teacher when the program will be implemented. It is advisable to select a time during which the target student typically has difficulty behaving appropriately. If the child is successful during a difficult time, it may be easier to transfer the program from the consultant to the teacher after Day 5. Also, if the child is successful during difficult time periods, it is likely that he/she will also be successful during less difficult periods.

2. **Write (or announce) the number of points needed to earn the reward on the board**.

3. **Quickly review what the class can do to help** the child earn something special for them.

Procedures to Run the First Session:

a. **Sit close to the student.** On the first day of the program, the consultant sits right next to the student. After a few days, as the child experiences success, the consultant should move further from the child. For example, by Day 3 or 4, the consultant may sit across from the child rather than right next to him/her during circle time.

b. **Have a stopwatch ready.** A stopwatch is needed during the consultant phase of the program. The stopwatch runs continuously during the session. It is used to determine when a point opportunity window occurs.

c **Be sure the GREEN/RED card is visible.** Always hold or position the card so that the student can see it. The GREEN side should be up continuously when he/she is behaving appropriately. If the student displays inappropriate behavior, quickly turn the card to the RED side. These visual cues provide immediate feedback to the student on his/her progress. The card must be turned back and forth quickly as the behavior changes from appropriate to inappropriate or visa versa. When the student responds to the RED side of the card by returning to task, praise him/her by saying: *"You made a good choice. You know how to work."* (as you turn the card to the GREEN side).

d. **Deliver points according to the schedule** printed on the GREEN/RED Point Card for Program Day 1. The forty, 30-second intervals are printed on the GREEN/RED Point Card. During

each 30 second interval, there is a 10-second window in which the child has an opportunity to earn a point. For example, during the first 30-second interval, the point opportunity window is from 0:00 - 0:10 seconds. If the child is behaving appropriately during the entire 10 seconds, a point is awarded on the GREEN side. If the child is behaving inappropriately at any time during the 10 second point opportunity window, the card is turned to RED and a point is awarded on the RED side. If the child behaves appropriately from 0:00-0:10, but does something inappropriate between 0:10 - 0:30, the card is turned to RED. However, no point is awarded on the RED side because the card was GREEN during the point opportunity window. The next 10 second point opportunity window is from 0:40-0:50. If the card is still RED during this interval, a point is awarded on the RED side. However, if the child corrects his/her behavior prior to the 10 second point awarding interval, and behaves appropriately throughout that interval, the point is given on the GREEN side.

e. **Deliver praise according to the schedule** on the Daily Summary Chart (see Appendix G). Both the consultant and teacher give praise during the consultant phase of the program. The first few days, the consultant delivers most of the praise. The responsibility for praising gradually shifts to the teacher so that by the end of the consultant phase, the teacher delivers most of the praise.

f. **Check to see if student has earned enough points.** If the student has earned enough points for the class reward at the end of the 20-minute session, have the teacher stop all activity and make an announcement to the class. For example:

> *"May I have your attention please. Do you remember how many points Johnny needed to earn something special for the class?" "Yes, 32 points. Let's count and see how many points Johnny earned.* (students count points on GREEN side aloud with you). *Johnny earned 38 points! Did Johnny earn enough points? Yes.. He earned something special for the whole class. and you really helped him by working hard. Let's all give Johnny a big hand!* (Students clap). *Johnny has chosen to play "Simon Says."*

If the child does not meet criterion, do the following:

g. **Elicit cooperation from the class.** If the target child did not earn enough points for a class reward, make the debriefing session with the class as short as possible. For example:

> *"Johnny did not earn enough points for a special reward for the class. I'm sure he will try very hard tomorrow. It is important that all of you keep working hard and follow ng directions."*

h. **Keep interaction with student as brief as possible.** It is important that the student receives minimal attention for inappropriate behavior. Thus, tell the student you know he/she will try very hard tomorrow. If necessary, roleplay expected behavior the next day prior to the intervention session.

i. **Monitor the student during reward time.** While the class is participating in the group reward, monitor carefully to insure that the student is included and enjoying it. Praise the target student and encourage peers to do the same.

j. **Give positive feedback to the teacher during reward activity time after the first session.** Take this time to give the teacher feedback on his/her participation in the program. Encourage the teacher to praise all students as often as possible and to give students lots of attention for appropriate behavior.

k. **Precorrect for next session.** Inform all the students that it is important to work hard for the rest of the day. The following is an example of a precorrection:

> *"Tomorrow we will play the game again. But Johnny is going to try to follow directions for the rest of the day and I know all of you will help by doing the right thing. You are doing so well at following directions!"*

l. **Remind student to take GREEN/RED card home.** The student must take the GREEN/RED card home and return it to school the next day.

m. **Record points on CLASS Monitoring Form.** The CLASS Monitoring Form (see Appendix G) was developed to help monitor the daily operations of the program. The form allows you to keep a record of the student's progress during the program and to determine that it is being implemented correctly.

n. **Contact the parent(s) by telephone (or visit).** Usually the first day is successful so you will likely have good news for the parents.

If the child was successful:

1. Remind the parents to praise the child at least three times at home and ask which praise statements they will use.

2. Ask parents which special privilege they have selected for the child to receive.

3. Remind parents to send the GREEN/RED Card back to school with the child the next day.

4. Give positive feedback to the parents.

5. Tell them that you will call the next day.

If the child was not successful:

1. Praise the child for bringing the GREEN/RED card home.

2. Ask the parent to encourage the child e.g., "You *can try again tomorrow."*

3. Ask the parent not to scold or punish the child. Ask parent to refrain from discussing why he/she did not earn sufficient points. The child should be given as little attention as possible for inappropriate behavior that prevented earning the school reward.

4. Remind parents to send the GREEN/RED Card to school the next day.

B. Child Meets 80% Success Criterion

If the child obtains 80% of the daily points needed, he/she earns a reward for the whole class. A menu of activities must be made prior to starting the program (see Appendix D). Proceed through the program as described.

a. **Encourage the teacher to continue to reinforce appropriate behaviors the rest of the day.** The student needs continued reinforcement for desired behaviors. The fact that he/she did not earn the group reward does not exclude the child from positive teacher interactions. The teacher needs to continue to "catch the student being good."

b. **Time out procedures.** If the child becomes defiant or non-compliant, follow the time-out procedures described on page 23.

C. Days 6-30: Teacher Conducts Program

During the teacher program phase, the teacher operates the GREEN/RED Point Card. The card can be made visible to the child in a variety of ways (e.g., on a clipboard, on a string around the teacher's neck, clipped on clothing, partially sticking out of pocket). The card remains on GREEN as long as the child behaves appropriately. The card is turned to RED when the child behaves inappropriately.

During the teacher phase, the point opportunity window is five seconds. As much as possible, the teacher should attempt to randomize the point opportunities. For example, on Program Days 6 -10, a point opportunity occurs every 5 minutes. In a 30-minute period, the child would receive 6 point opportunities. The time between point opportunities can vary. For example, the first point opportunity might be given after 2 minutes; the second after 8 minutes; the third after 15 min; the fourth after 17 minutes; etc. In other words, the teacher can select the point opportunities to occur when it is convenient. The critical point is that the child is actually given the number of point opportunities specified on the Daily Summary Chart (see Appendix G).

Another way for the teacher to select point award opportunities is to use a prompting device. A stopwatch that can be set to beep at pre selected intervals or a computer program designed to do the same can be used for this purpose (see Appendix J for program info).

It is critical that the point opportunities are selected randomly,to prevent the child coming to the teacher's attention only when he/she misbehaves. If the teacher only attends to the child's

inappropriate behavior, the intervals are no longer random and the opportunity for the teacher to praise or reward the child for appropriate behavior is diminished.

The teacher continues to praise the child according to the schedule posted on the Daily Summary Chart (see Appendix G). Initially, the teacher praises the child once every 5 minutes. This schedule is gradually faded so that by the end of the program (Day 30), the teacher praises the child at least once every 10 minutes. It is critical that the teacher maintain this level of praise and support after the program has been concluded.

D. Days 6-15: Child Earns Daily Reward for the Class

During days 6-15, the length of time the CLASS program operates is gradually increased from 30 minutes on Day 6 to 150 minutes on Days 13-15 (see Daily Summary Chart, appendix G). Also, the interval between point opportunities is increased from 5 to 8 minutes. The GREEN/RED Point Card is gradually faded starting on Day 8. On Days 8-10 the card is shown <u>every other</u> point opportunity. On days 11-15, the card is shown <u>every third</u> point opportunity. During the teacher phase of the program, the teacher's responsibilities are as follows:

a. Each day, announce to the class when the program will actually start. Elicit cooperation from the entire class in support of the student and the program.

b. Operate the GREEN/RED Point Card, providing point opportunities as specified on the Daily Summary Chart (see Appendix G).

c. Praise the child each time a point is awarded on the GREEN side of the card.

d. Provide a group reward if the child earned the required number of points.

e. Sign the GREEN/RED card and send it home with the child.

f. Record the appropriate information on the CLASS Monitoring Form (see Appendix H).

g. Check to see if the child returned the GREEN/RED card the following school day. If the child did not return the card, call the parent(s).

h. Implement behavioral correction procedures if serious misbehaviors such as hurting someone, defiance or destruction of property occur (see page 23).

i. Call the parents every other day or as needed.

E. Days 16-20: Child Earns Reward on Second Day

During Days 16-20, the interval between point opportunities remains at 8 minutes. However, a reward is provided every second successful day. Fading the card continues. The card is now shown every 5th point opportunity. However, the teacher continues to praise the child on the 8 minute interval schedule (see Daily Summary Chart, Appendix G).

Because two successful days are required to earn a class reward, the cards are sent home every other day instead of every day.

F. Days 21-30: Child Earns Reward Every Third Day

During Days 21-30 the interval between point opportunities is increased to 10 minutes. The card is no longer shown. A reward is provided every third successful day, and the cards go home every third day.

G. Day 30: Determine if Maintenance Plan is Needed

After Day 30, the card is no longer routinely used. The teacher and consultant determine if a maintenance plan is needed. Several options are described in the section on maintenance (see page 26).

Whether or not a formal maintenance plan is implemented, the teacher should continue to praise the child at regular intervals. A schedule of at least once every 10 minutes will probably be needed to maintain the child's appropriate behavior.

III. RECYCLING PROCEDURES

The purpose of recycling is to maximize the probability of success by insuring a high level of program success. When acting out students are not successful, it is often because the program rewards are too infrequent or inappropriate.

Recycling procedures are used whenever the child does not meet the 80% success criterion for a given day. For example, the child is on Day 3 of the program, and 8 of 10 points are needed to meet the 80% success criterion. If the child earns fewer than 8 points, Day 2 of the program is implemented the following day. If the child is successful on this recyling day, go on to the next day of the program (in this example: Day 3). If the Day 3 criterion is met, continue to the next program day (e.g., Day 4), if not, return to Day 2 as above and then retry Day 3 again.

The table below illustrates a recycling procedure for Day 3.

Day of week	Program Day	Points needed	Points earned	Criterion met	Recycling needed
Wednesday	1	32	38	yes	no
Thursday	2	16	16	yes	no
Friday	3	8	7	no	yes
Monday	2	16	18	yes	no
Tuesday	3	8	9	yes	no
Wednesday	4	4	5	yes	no
Thursday	5	5	6	yes	no

The basic idea and practice of recycling remains the same throughout the CLASS program. However, during those phases of the program when the child must have more than one successful day to earn a reward, the recycling procedure is used for levels (groups of days) rather than for individual days. For example, on Days 11 and 12, the child must meet the success criterion on both days in order to earn a reward. If either Day is failed, the child returns to the previous level (Program Day 10).

The table below illustrates a recycling procedure for Days 11-12.

Day of week	Program Day	Points needed	Points earned	Criterion met	Recycling needed
Friday	10	20	22	yes	no
Monday	11	12	14	yes	no
Tuesday	12	12	10	no	yes
Wednesday	10	20	24	yes	no
Thursday	11	12	12	yes	no
Friday	12	12	14	yes	no
Monday	13	16	17	yes	no

During Days 16-20 the child must be successful for 5 consecutive days in order to earn a reward. If any of those days are failed, the child must go back to the previous level (Days 13-15).

The table below illustrates a recycling procedure for Days 16-20.

Day of week	Program Day	Points needed	Points earned	Criterion met	Recycling needed
Wednesday	15	16	18	yes	no
Thursday	16	16	16	yes	no
Friday	17	16	15	no	yes
Monday	13	16	18	yes	no
Tuesday	14	16	17	yes	no
Wednesday	15	16	18	yes	no
Thursday	16	16	17	yes	no
Friday	17	16	20	yes	no
Monday	18	16	18	yes	no
Tuesday	19	16	20	yes	no
Wednesday	20	16	18	yes	no

IV. TROUBLE SHOOTING

A. The Criticism Trap

One reason the CLASS program may not be effective is if the teacher criticizes the child frequently. Many children who have established a pattern of inappropriate behavior have learned to get adult attention by misbehaving. To change the child's behavior, it is necessary to provide more attention for appropriate behavior than for inappropriate behavior. The recommended ratio of positive to corrective or negative feedback is at least 5 positive interactions for each reprimand/correction.

When correcting or reprimanding children it is important to:

1. Be specific and direct (e.g., "Trace the dotted lines," vs. "Get to work.").
2. Use "do" commands, not "don't" commands (e.g, "sit quietly," vs. "stop talking.").
3. Use a neutral tone of voice.

B. Negative Verbal Interactions

Negative verbal interaction tends to make inappropriate child behavior worse, often resulting in power struggles between teacher and student. Thus, verbal interactions should be minimized when children are misbehaving (e.g., criticism, reprimands, negative comments, lectures etc.).

If the child displays inappropriate behavior, say nothing and turn the card to RED. If the child does not respond to the RED side of the card, interrupt the program and ask the child if he/she knows why the card is on RED. If the child says "no," give a brief explanation. If the child does not correct the behavior after the brief explanation, stop the program for that day and implement an appropriate consequence.

Examples of appropriate consequences:

If the behavior is disruptive to the rest of the class (e.g., throwing things, yelling, hurting others), remove him/her from class (see time-out procedures on page 26). The child is expected to make up any work that is missed while out of class.

If the behavior is not disruptive to the rest of the class (e.g., not working, out of seat, not listening), say nothing, ignore the misbehavior and continue to give points on the RED side of the card as scheduled. If the misbehavior continues, the natural consequence is that no reward is earned.

C. Failure to Identify Effective Reinforcers

Sometimes the child's behavior does not change because the rewards identified during the parent and teacher meetings are not sufficiently powerful for the child. Parents and teachers may

make incorrect assumptions about what a child likes. If the child is not consistently meeting the 80% success criterion, the consultant and/or teacher should meet with him/her, review the list of rewards and ask the child what other rewards he/she wants to earn. If the child has difficulty coming up with ideas, it may help to observe his/her activity choices during free play (e.g, computer games, listening activities). It may help to ask the parents what the child likes to do at home (e.g. clean tools, pick flowers, take care of a pet).

It may be necessary to try several activities before effective reward activities are found. Also, some children require frequent changes of the activities to stay motivated. If the child has been successful for a period of time and begins to have difficulty meeting the daily criterion, it is advisable to consider changing the reward activities.

D. Failure to Set Adequate Limits

Some children do not respond to the program because they have not previously been required to follow rules. If teachers and/or parents do not set and enforce limits, the program may not be as powerful as the pattern of misbehavior is (e.g., the child who does not come in from recess on time, may not be interested in a game of "Simon Says"). In these cases it is necessary to set and enforce limits in addition to implementing the CLASS Program. Recommendations for doing this include:

- Clearly state expectations
- Directly teach expected behaviors through negative and positive examples.
- Consistently reinforce behaviors that meet expectations
- Use Time-Out Procedures if positive approaches are not successful (see page 24).

E. Peer Reinforcement of Inappropriate Behavior

If the teacher has clear expectations and continuously rewards students for appropriate behavior, peer reinforcement of the student's inappropriate behavior is seldom a problem. Most young children like to help. The class meeting where the consultant asks for group support and the use of a group reward are usually sufficient to obtain the cooperation of other students.

If students encourage inappropriate behavior in spite of these procedures, the following options should be considered:

- Praise those students who consistently ignore inappropriate behavior. For example: if the target student (Johnny) says: "I don't want to do my work!" and other students laugh, the teacher could say:

  " Class, when someone makes a mistake, it will help them do better if you do your own work and do not pay attention to people who are not working. Trevor, you kept your eyes on your own work and ignored people talking out. Good job."

The teacher should continue to praise students who are working and ignoring inappropriate behaviors.

- Directly teach students to ignore inappropriate behavior. Provide students with examples and non-examples of ignoring. For example: The teacher says:

> *"Is it ignoring behavior when you laugh when somebody talks out?" No. Is it ignoring behavior when you point at someone who is noisy? No. Is it ignoring when someone says a bad word and you look at them? No. Is it ignoring when you keep working when someone talks out? Yes.*

Next, the teacher asks students to specifically identify ignoring behaviors. This procedure should not be implemented immediately following an incident when students attended to inappropriate behavior. The inappropriate behavior (e.g., laughing when students misbehave) could be accidentally strengthened if too much teacher attention follows the incident. Instead, do it at a later time.

F. Conference with Target Student

If the child's behavior keeps the card on RED for an extended period of time, interrupt the program (i.e., stop it). Later, have a brief conference with him/her during a period when the child is calm. Review expectations, role-play examples and non-examples of the problematic behaviors and try to identify additional activities that may be more effective. Obtain the child's agreement to resume the program the following day.

G. Time Out Guidelines

Below are some guidelines for the use of in school timeout. For those who are uncomfortable with the term timeout, limit(s) setting can be used instead.

1. A five-minute in classroom timeout automatically occurs for the following student behaviors: Active non-compliance to a direct teacher command, physical aggression of any type, property destruction and tantruming (see timeout procedures below).

2. A place for timeout must be selected and prepared ahead of time. The timeout space should provide the child with as little access to adults or peers as possible. The place also should have as few distractions as possible (no access to toys, pictures, materials or other objects). Procedures for timeout should be explained and practiced with the child ahead of time. The teacher or consultant may say the following:

> *" I am going to help you make mature choices in the classroom and follow directions. If you follow directions you will earn points. If you choose not to follow directions, I will ask you to go to time out. Let me show you what will happen when you have to go to timeout. For example, if you argue with me, and you don't stop, I will say You didn't stop arguing. That's a time out. You must go to the timeout room. When you are quiet, I'll set the timer for five minutes. If you stay quiet for five minutes, you can go back to the class. Let's practice to see if you know how to go to timeout."*

3. If the five-minute timeout does not resolve the problem, find another place in school where time-out can occur outside the classroom. After 20 minutes ask the child if he/she is ready to return to the classroom, follow rules and cooperate. If not, allow another 10 minutes. If the child is still not ready, the school administrator should be notified and whatever procedures are normally followed in such instances put into action.

4. If the child does not reenter the classroom after 30 minutes and has to be dealt with as per above, the CLASS program should not be used the following day. Withholding of the CLASS program the following day is used as an additional consequence for not responding to the regular correction procedures.

Timeout procedures

One of the most important things to remember about using Timeout is to***use it***, not just threaten to use it. Once the decision has been made to use Timeout, follow these steps:

1. **Label the Problem** in a neutral tone. A simple statement, such as *"You didn't stop arguing when I asked you. That's a Time Out."*

2. **Wait 10 seconds** for the child to go.

3. **Set the timer** for five minutes.

4. **Remove yourself** - no talking to or checking the child.

5. **Stay neutral**. When time is up, avoid discussion about the behavior that precipatated timeout.

6. **Carry on** with regular activity when Time Out is over. Don't make the child apologize.

7. **Have child make up** wasted time(during a preferred activity or after school).

8. **Praise child's approriate behavior** at the earliest opportunity.

H. Problems Centering on the Parents

Problems with parents of acting-out children are likely to be the most difficult to handle because the teacher and/or consultant have only limited influence on family situations. Following are a few examples of possible problems.

- **Parents are negative toward features of the program**

Parents' lifestyles may conflict with the goals of the CLASS program. In a family in which control of others' behavior is maintained largely by aversive means (e.g., criticism and punishment), it will be difficult to change to a pattern of praising and encouraging. Parents

should be monitored continually to ensure that the child is not punished for failing to meet the success criterion. Parents must be encouraged to praise and follow through with rewards to the maximum extent possible.

- **Parents refuse to let the child assume responsibility for his/her behavior**

Some parents refuse to recognize that their child is growing up and becoming more independent. In these case, it appears that parents assume all the credit or blame for their child's behavior. It is difficult for them to follow requests made by the program to let the child assume responsibility for his/her own behavior. In a case like this, be supportive of any acts of independence that they encourage in their child.

It should be mentioned that the CLASS program can function with success without active parent involvement. However, whenever possible, it is most desirable for parents to contribute in making the program a success.

I. ALTERNATIVE SCHEDULES

School schedules for kindergarten students vary widely. Some students attend kindergarten every day for two and one half hours. Other schools conduct kindergarten for two full days and one half day each week. Still others attend four days a week for three and one-half hours per day.

It is recommended that each half day block be treated as a CLASS Program day. For example, a student who attends school all day Monday and Wednesday, and half a day on Friday, would receive Program Day 1 on Monday morning, Program Day 2 on Monday afternoon, Program Day 3 on Wednesday morning, Program Day 4 on Wednesday afternoon, and Program Day 5 on Friday.

V. MAINTENANCE PLANS

If the child's behavior deteriorates after the program has been completed, one of the following strategies can be implemented.

Strategy 1 - Maintain appropriate teacher behavior

- Continue to praise the child for appropriate behavior at a high rate.
- Review expectations and enforce limits.
- As the child continues to display appropriate behavior, occasional surprise rewards should be provided to the child and his/her classmates at school.

Strategy 2 - Booster Session

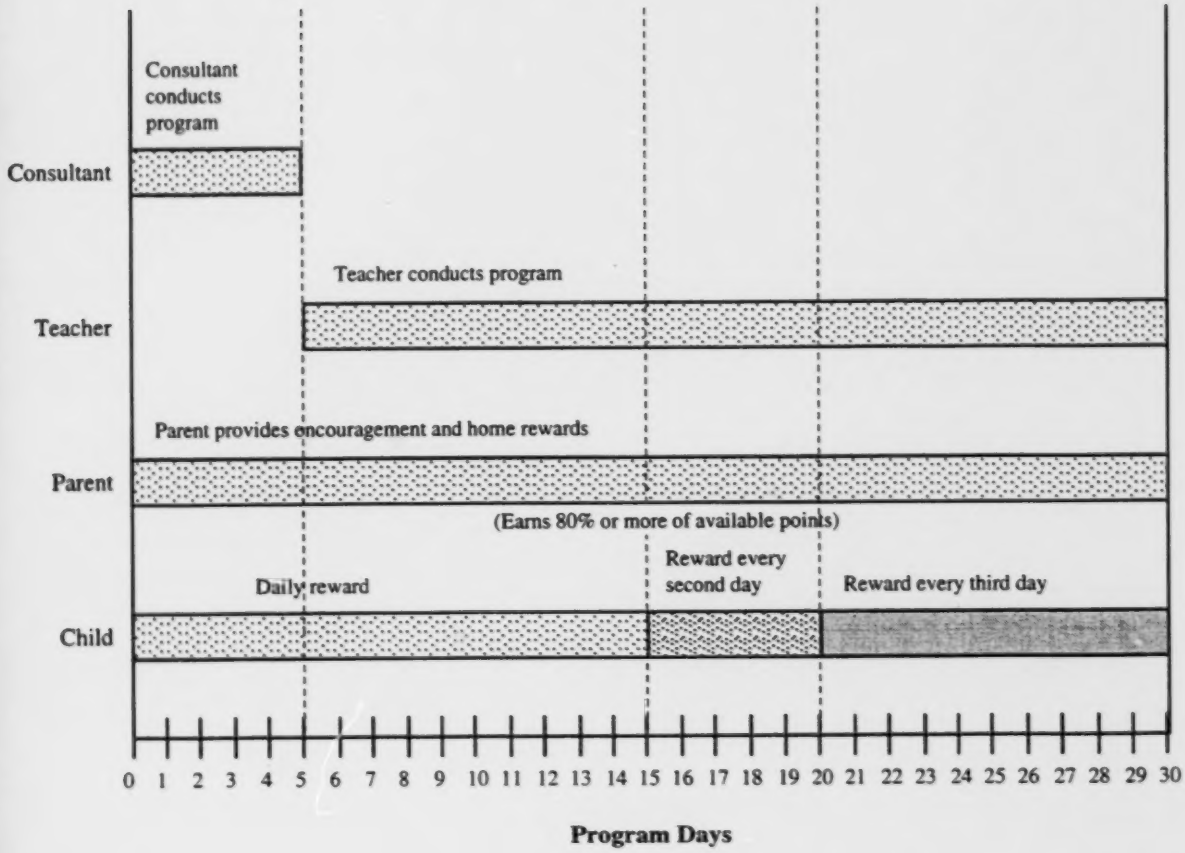
If the child does not respond satisfactorily to Strategy 1, occasional booster sessions should be considered. The CLASS 5 - day level (Program Day, ***16-20***) should be reinstituted. The CLASS Program procedures for this level should remain in effect until the child has satisfactorily achieved the reward criterion.

Strategy 3 - Intermittent use of the program

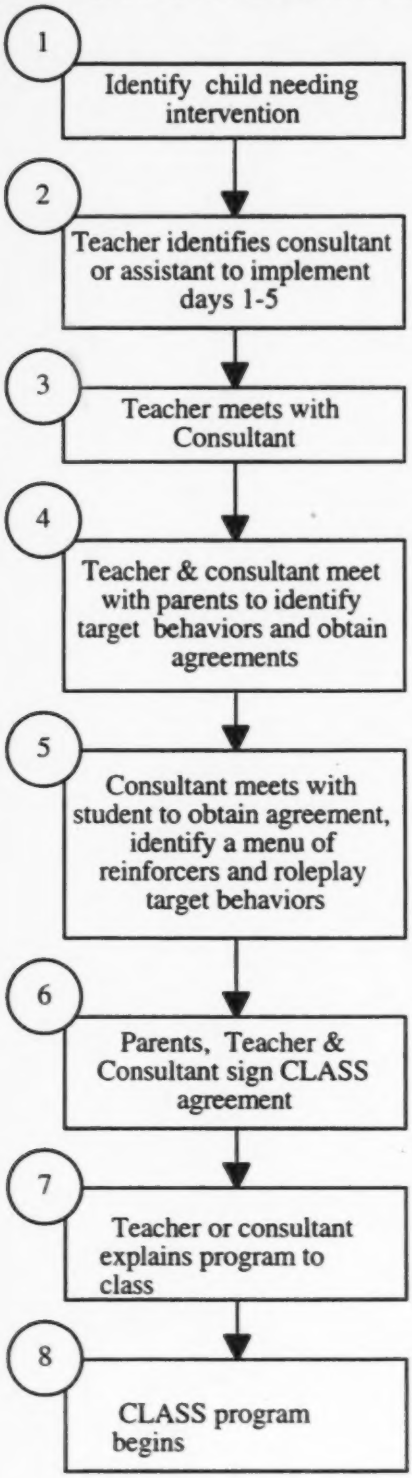
If strategies 1 and 2 have not been effective, you can use a strategy in which the program is appliedon some days and not on others. Tell the child that on some days he/she will be earning points for a class reward. It is important that the child not know ahead of time when the earning of points is to occur. Rather, it will be announced at the end of the day, so that the child never knows when a reward will be earned. It is recommended that initially, the program be implemented as often as necessary to get the child back on track. For example, two or three times a week might be necessary at first. After success, the frequency should be reduced. If the child is still not responsive, other procedures or programs for treating the child's behavior problem(s) should be considered.

APPENDIX A

CLASS PROGRAM TIMELINE


Consultant conducts program
Consultant
Teacher conducts program
Teacher
Parent provides encouragement and home rewards
Parent
(Earns 80% or more of available points)
Daily reward
Reward every second day
Reward every third day
Child
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
Program Days

APPENDIX B - CLASS AGREEMENT FLOWCHART


1
Identify child needing intervention
2
Teacher identifies consultant or assistant to implement days 1-5
3
Teacher meets with Consultant
4
Teacher & consultant meet with parents to identify target behaviors and obtain agreements
5
Consultant meets with student to obtain agreement, identify a menu of reinforcers and roleplay target behaviors
6
Parents, Teacher & Consultant sign CLASS agreement
7
Teacher or consultant explains program to class
8
CLASS program begins

APPENDIX C

AGREEMENT TO PARTICIPATE IN THE CLASS PROGRAM

The purpose of this agreement is to clearly identify the responsibilities of everyone connected to the CLASS program. Each person's responsibilities are specified on the attached pages.

The program will last approximately 30-45 school days. The signees agree to carry out the terms of this agreement. Any member can ask for renegotiation if adjustments or modifications are needed.

Parent/Guardian	Parent
Teacher	Consultant
Student	Date

Responsibilities of the teacher:

1. Implement the CLASS program from Program Day 6 through the conclusion of the program (typically Day 30).

2. Meet regularly with the consultant during the program to check the student's progress and make adjustments as needed.

3. Obtain cooperation from other school staff when their involvement is needed (e.g., playground supervisors, PE teacher, librarian).

4. Send the Green/Red card home with the child every day. Contact parents if card has not been returned by the child the following day.

5. Record number of points earned each day on CLASS Monitoring Form.

6. Develop a menu of rewards with the student and consultant (see Appendix D).

7. Provide the child with rewards the same day they are earned.

8. Continue to praise the child for appropriate behavior after the CLASS program has been completed (see Appendix G).

Responsibilities of the consultant:

1. Observe the child once in the classroom and once at recess to become familiar with the child's behavior and the teacher's expectations. The classroom observation is 15 minutes long. The recess observation is either 15 minutes or the duration of the recess, whichever comes first.

2. Meet with the teacher and parent(s) to identify student behaviors that need to be learned.

3. Meet with student to explain program, role-play behaviors to be learned, clarify expectations and identify possible reinforcers.

4. Meet with the entire class to explain the program and enlist cooperation of the other children.

5. Implement CLASS program days 1-5. Consult with the teacher during the remainder of the program and help problem-solve if necessary.

6. Facilitate communication between teacher and parent(s).

Responsibilities of the student:

1. Follow directions.

2. Do your best work.

3. Treat others nicely.

4. Take the GREEN/RED point card home and show it to mom/dad.

5. Bring the signed GREEN/RED point card back to school.

Responsibilities of the parents:

1. If the child has earned the required number of points, as shown on the GREEN/RED Card, provide an agreed upon reward and praise the child at least three times that day. Please list possible home rewards below:

   a. _____ b. _____

   c. _____ d. _____

   e. _____ f. _____

2. If the child has **not** earned the required number of points, praise the child for bringing the card home and tell the child that he/she can try again the next day.

3. Sign the GREEN/RED Card and return it to school with the child the next day.

4. Provide the necessary transportation in the event the child is sent home early from school. Do not allow the child to engage in preferred activities (e.g., watching T.V., playing video games) until regular school hours are over. Ensure that all assigned work sent home is completed before the next day.

APPENDIX D

LIST OF PRAISE STATEMENTS FOR TEACHERS

The following is a list of praise statements. When praising students, it is important to label the desired behavior to provide the student with constant feedback and attention for appropriate behaviors.

1. "I like the way Billy raised his hand quietly."
2. "Billy is watching me and listening to my instructions."
3. "Billy, you've been working quietly at your seat the whole time. Keep it up."
4. "You sharpened your pencil before class, you're all set to go!"
5. "I like the way you asked for the crayons."
6. "I love the way you stayed right on the dotted line."
7. "You are so smart, you did exactly what I asked you to do."
8. "You made an excellent choice when you sat right down."
9. "Billy just earned another point by sitting and listening to me when I was reading."
10. "That was a kind thing to do for Ann, Billy."

MENU OF FOR SCHOOL REWARDS

The following examples are only ideas for possible rewards. For the rewards to be effective, the child must really enjoy participating in the chosen activity.

1. Games (e.g., Simon Says, Red light/Green light, 7-up)

2. Five minutes extra recess

3. A special story or 5 minutes extra story time

4. A special treat for the class (e.g., popcorn, snack)

5. A special sticker for each student

6. Listen to a special record

7. Computer time for class

8. Computer games

9. Relay races outside or in gym

10. Sing a special song

11. Special performance by teacher (e.g., magic tricks, poetry, drawing)

APPENDIX E

LIST OF PRAISE STATEMENTS FOR PARENTS

During the program, parents are asked to provide a reward each time the child brings the GREEN/RED Card home and has earned the required number of points. In addition, parents are asked to praise the child at least three times each day this occurs. Praise must be clear and specific. Do not add criticism to a praise statement for this only confuses both messages.

1. "Wow, you earned your reward today. I'm proud of you!"
2. "You must have worked hard in school today!"
3. "You sure are responsible to bring your card home every day."
4. "You did just what your teacher asked you during this session. Thank you."
5. "I'm so pleased with how ell you are doing in the program!"
6. "Your paper looks so neat today. You must have tried your best."
7. "You made it again today! I am so proud of you!"
8. "Look at all those points on the GREEN side. Congratulations!"
9. "You made good choices in school today. You're getting so smart!"
10. "I bet it was fun having five minutes of extra recess.. and you earned it for the whole class."

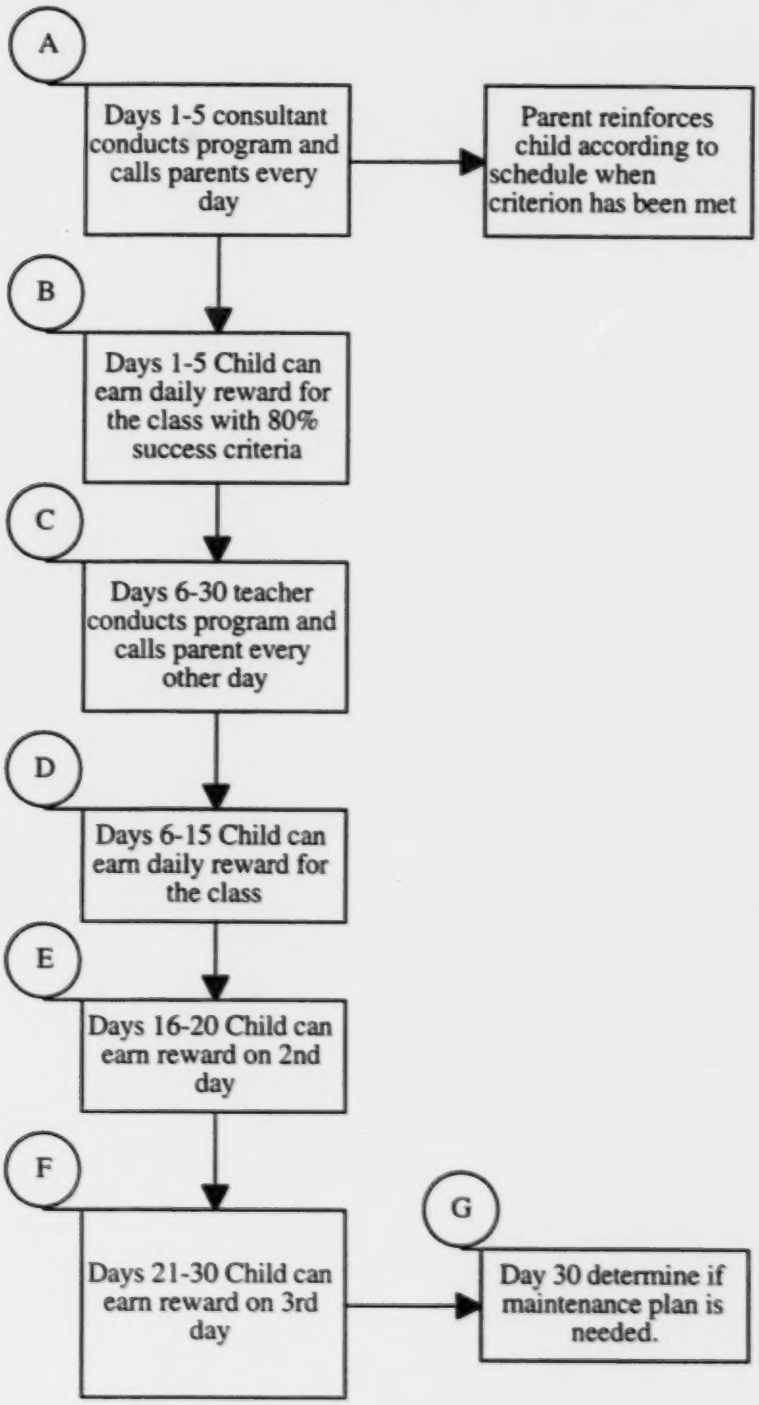
MENU OF HOME REWARDS

The following rewards are only suggested as examples. Parents must be able to follow through on the rewards they choose with their child. It is most desirable if the parent can provide rewards that involve something they do together with the child (e.g., play a game, go for a walk).

1. Play a board game with parent
2. Ten-minute walk alone with parent
3. Bedtime story
4. Bike ride with parent
5. Ten minutes extra playing time
6. Special desert
7. Special snack
8. A movie
9. Help mom or dad with special project (e.g., working in garage, baking)
10. Visit with a special person (e.g., grandparent, friend)

APPENDIX F

CLASS INTERVENTION FLOWCHART


A
Days 1-5 consultant conducts program and calls parents every day
Parent reinforces child according to schedule when criterion has been met
B
Days 1-5 Child can earn daily reward for the class with 80% success criteria
C
Days 6-30 teacher conducts program and calls parent every other day
D
Days 6-15 Child can earn daily reward for the class
E
Days 16-20 Child can earn reward on 2nd day
F
Days 21-30 Child can earn reward on 3rd day
G
Day 30 determine if maintenance plan is needed.

APPENDIX G

DAILY SUMMARY CHART

DAY	LENGTH OF SESSION	OBSERVATION INTERVAL	TOTAL POINTS POSSIBLE	POINTS NEEDED	VERBAL PRAISE C=consultant T=teacher	SHOW CARD
CONSULTANT PHASE (observe 10 sec.)						
1	20 min.	30 sec.	40	32	C-9 T-1	1:1
2	20 min.	1 min.	20	16	C-7 T-2	1:1
3	20 min.	2 min.	10	8	C-4 T-3	1:1
4	20 min.	4 min.	5	4	C-3 T-4	1:1
5	30 min.	5 min.	6	5	C-3 T-4	1:1
TEACHER PHASE (observe 5 sec.)						
6	30 min.	5 min.	6	5	6	1:1
7	40 min.	5 min.	8	6	8	1:1
8	60 min.	5 min.	12	10	10	1:2
9	90min.	5 min.	18	15	15	1:2
10	120min.	5 min.	25	20	20	1:2
11-12	120min.	8 min.	15	12	20	1:3
13-15	150 min.	8 min.	20	16	15	1:3
16-20	150 min.	8 min.	20	16	15	1:5
21-30	150 min.	10 min.	15	12	15	card not shown
31-end	Maintenance	10 min.	none	none	15	no card

APPENDIX H

CLASS MONITORING FORM

Child's Name _____ Consultant's Name_____

Teacher's Name _____ Shool_____

Phone #_____

Parent's Phone # (H) _____ (W)_____

DAYS		POINTS			CRITERION		REWARD
Date	Program Day	Possible	Need	Earned	Yes	No	Group

APPENDIX I

GREEN/RED CARD

Black copies of individual cards and grouped cards (four cards on one page to facilitate easy copying on green and red construction paper) needed for the consultant phase (Program Days 1-5) and the teacher phase (Program Days 6-30) are included. Each day, the card must have a GREEN side and a RED side. If laminated cards and washable pen are used, make sure that parents have a washable pen to mark on the card as well.

The consultant phase cards have the number of points needed printed on the GREEN side of each card. However, if the child did not earn the required number of points, a generic card is included for recycling days (see recycling procedures on page 20).

Cards used during the teacher phase of the program are generic. Each Program Day, the teacher must write the number of points needed on the card before starting the intervention session.

CARDS TO BE USED DURING THE CONSULTANT PHASE

<table>
<tr><td colspan="4">Consultant phase
GREEN - PROGRAM DAY 1</td></tr>
<tr><td colspan="2">Child's Name:_____
Date: _____</td><td colspan="2">Points Possible: 40
Points Needed: 32
Points Earned: ____
Reward Earned: Yes __No __</td></tr>
<tr><td colspan="2">Goals:
1. Follow directions
2. Work quietly
3. Get along with others</td><td colspan="2">_____
Teacher's signature

_____
School privilege earned</td></tr>
<tr><td colspan="2">Tally points here:</td><td colspan="2">_____
Parent's signature

_____
Home privilege earned</td></tr>
<tr><td>0:00-0:10 __
0:40-0:50 __
1:10-1:20 __
1:50-2:00 __
2:20-2:30 __
2:30-2:40 __
3:10-3:20 __
3:40-3:50 __
4:00-4:10 __
4:40-4:50 __</td><td>5:20-5:30 __
5:50-6:00 __
6:10-6:20 __
6:50-7:00 __
7:00-7:10 __
7:50-8:00 __
8:10-8:20 __
8:30-8:40 __
9:20-9:30 __
9:30-9:40 __</td><td>10:20-10:30 __
10:40-10:50 __
11:10-11:20 __
11:40-11:50 __
12:00-12:10 __
12:30-12:40 __
13:20-13:30 __
13:40-13:50 __
14:00-14:10 __
14:50-15:00 __</td><td>15:20-15:30 __
15:50-16:00 __
16:00-16:10 __
16:30-16:40 __
17:20-17:30 __
17:50-18:00 __
18:20-18:30 __
18:30-18:40 __
19:20-19:30 __
19:40-19:50 __</td></tr>
</table>

CARDS TO BE USED DURING THE CONSULTANT PHASE

RED
Goals: 1. Follow directions 2. Work quietly 3. Get along with others
Points lost for not meeting goals
Tally here:
Did serious misbehavior occur? 1. Hurting someone 2. Destroying or stealing 3. Defiance 4. _____ 5. _____ Consequence given: _____
Comments:

Consultant phase GREEN - PROGRAM DAY 2			
Child's Name:_____ Date: _____		Points Possible: 20 Points Needed: 16 Points Earned: ____ Reward Earned: Yes __No __	
Goals: 1. Follow directions 2. Work quietly 3. Get along with others		_____ Teacher's signature _____ School privilege earned	
Tally points here:		_____ Parent's signature _____ Home privilege earned	
0:40-0:50 __	5:00-5:10 __	10:50-11:00 __	15:30-15:40 __
1:10-1:20 __	6:10-6:20 __	11:20-11:30 __	16:40-16:50 __
2:30-2:40 __	7:40-7:50 __	12:50-13:00 __	17:20-17:30 __
3:20-3:30 __	8:10-8:20 __	13:40-13:50 __	18:30-18:40 __
4:50-5:00 __	9:40-9:50 __	14:00-14:10 __	19:40-19:50 __

Consultant phase **GREEN** - PROGRAM DAY 3	
Child's Name:_____ Date: _____	Points Possible: 10 Points Needed: 8 Points Earned: ____ Reward Earned: Yes _No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned
0:30-0:40 ___ 3:10-3:20 ___ 5:40-5:50 ___ 6:30-6:40 ___ 9:00-9:10 ___	11:30-11:40 ___ 12:30-12:40 ___ 14:40-14:50 ___ 16:00-16:10 ___ 18:50-19:00 ___

Consultant phase **GREEN** - PROGRAM DAY 4	
Child's Name:_____ Date: _____	Points Possible: 5 Points Needed: 4 Points Earned: ____ Reward Earned: Yes __No__
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned
03:40-03:50 ___ 04:50-05:00 ___ 11:30-11:40 ___	14:00-14:10 ___ 17:30-17:40 ___

Consultant phase **GREEN** - PROGRAM DAY 5	
Child's Name:_____ Date: _____	Points Possible: 5 Points Needed: 4 Points Earned: ____ Reward Earned: Yes __No__
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned
05:00-5:10 ___ 11:40-11:50 ___ 14:10-14:20 ___	19:30-19:40 ___ 29:10-29:20 ___

GREEN - PROGRAM DAY ___ Recycling Card	
Child's Name:_____ Date: _____	Points Possible: _____ Points Needed: _____ Points Earned: _____ Reward Earned: Yes __No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned

CARDS TO BE USED DURING THE TEACHER PHASE

Teacher Phase **GREEN** - PROGRAM DAY ___	
Child's Name:_____ Date: _____	Points Possible: _____ Points Needed: _____ Points Earned: _____ Reward Earned: Yes __No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned
Comments:	

RED
Goals: 1. Follow directions 2. Work quietly 3. Get along with others
Points lost for not meeting goals
Tally here:
Did serious misbehavior occur? 1. Hurting someone 2. Destroying or stealing 3. Defiance 4. _____ 5. _____ Consequence given: _____
Comments:

Cards To Be Used During The Consultant Phase

Consultant Phase
GREEN - Program Day 1

Child's Name: _____

Date: _____

Points Possible: 40

Points Needed: 32

Points Earned: ____

Reward Earned: Yes ___ No ___

Goals:
1. Follow directions
2. Work quietly
3. Get along with others

_____
Teacher's signature

_____
School privilege earned

Tally points here:

_____
Parent's signature

_____
Home privilege earned

0:00 - 0:10 ___	5:20 - 5:30 ___	10:20 - 10:30 ___	15:20 - 15:30 ___
0:40 - 0:50 ___	5:50 - 6:00 ___	10:40 - 10:50 ___	15:50 - 16:00 ___
1:10 - 1:20 ___	6:10 - 6:20 ___	11:10 - 11:20 ___	16:00 - 16:10 ___
1:50 - 2:00 ___	6:50 - 7:00 ___	11:40 - 11:50 ___	16:30 - 16:40 ___
2:20 - 2:30 ___	7:00 - 7:10 ___	12:00 - 12:10 ___	17:20 - 17:30 ___
2:30 - 2:40 ___	7:50 - 8:00 ___	12:30 - 12:40 ___	17:50 - 18:00 ___
3:10 - 3:20 ___	8:10 - 8:20 ___	13:20 - 13:30 ___	18:20 - 18:30 ___
3:40 - 3:50 ___	8:30 - 8:40 ___	13:40 - 13:50 ___	18:30 - 18:40 ___
4:00 - 4:10 ___	9:20 - 9:30 ___	14:00 - 14:10 ___	19:20 - 19:30 ___
4:40 -4:50 ___	9:30 - 9:40 ___	14:50 - 15:00 ___	19:40 - 19:50 ___

Consultant Phase
GREEN - Program Day 2

Child's Name: _____

Date: _____

Points Possible: 20

Points Needed: 16

Points Earned: ____

Reward Earned: Yes ___ No ___

Goals:
1. Follow directions
2. Work quietly
3. Get along with others

_____
Teacher's signature

_____
School privilege earned

Tally points here:

_____
Parent's signature

_____
Home privilege earned

0:40 - 0:50 ___	5:00 - 5:10 ___	10:50 - 11:00 ___	15:50 - 15:40 ___
1:10 - 1:20 ___	6:10 - 6:20 ___	11:20 - 11:30 ___	16:40 - 16:50 ___
2:30 - 2:40 ___	7:40 - 7:50 ___	12:50 - 13:00 ___	17:20 - 17:30 ___
3:20 - 3:30 ___	8:10 - 8:20 ___	13:40 - 13:50 ___	18:30 - 18:40 ___
4:50 - 5:00 ___	9:40 - 9:50 ___	14:00 - 14:10 ___	19:40 - 19:50 ___

Consultant Phase
GREEN - Program Day 3

Child's Name: _____

Date: _____

Points Possible: 10

Points Needed: 8

Points Earned: ____

Reward Earned: Yes ___ No ___

Goals:
1. Follow directions
2. Work quietly
3. Get along with others

_____
Teacher's signature

_____
School privilege earned

Tally points here:

_____
Parent's signature

_____
Home privilege earned

0:30 - 0:40 ____	11:30 - 11:40 ____
3:10 - 3:20 ____	12:30 - 12:40 ____
5:40 - 5:50 ____	14:40 - 14:50 ____
6:30 - 6:40 ____	16:00 - 16:10 ____
9:00 - 9:10 ____	18:50 - 19:00 ____

Consultant Phase
GREEN - Program Day 4

Child's Name: _____

Date: _____

Points Possible: 5

Points Needed: 4

Points Earned: ____

Reward Earned: Yes ___ No ___

Goals:
1. Follow directions
2. Work quietly
3. Get along with others

_____
Teacher's signature

_____
School privilege earned

Tally points here:

_____
Parent's signature

_____
Home privilege earned

3:40 - 3:50 ____	14:00 - 14:10 ____
4:50 - 5:00 ____	17:30 - 17:40 ____
11:30 - 11:40____	

Consultant Phase GREEN - Program Day 5		GREEN - Program Day __ Recycling Card	
Child's Name: _____ Date: _____	Points Possible: 6 Points Needed: 5 Points Earned: _____ Reward Earned: Yes __ No __	Child's Name: _____ Date: _____	Points Possible: Points Needed: Points Earned: _____ Reward Earned: Yes __ No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned	Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned	Tally points here:	_____ Parent's signature _____ Home privilege earned
5:00 - 5:10 10:10 - 10:20 11:40 - 11:50	14:10 - 14:20 19:30 - 19:40 29:10 - 29:20		

Cards To Be Used During The Teacher Phase

Teacher Phase GREEN - Program Day 6		GREEN - Program Day __ Recycling Card	
Child's Name: _____ Date: _____	Points Possible: 6 Points Needed: 5 Points Earned: _____ Reward Earned: Yes __ No __	Child's Name: _____ Date: _____	Points Possible: Points Needed: Points Earned: _____ Reward Earned: Yes __ No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned	Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned	Tally points here:	_____ Parent's signature _____ Home privilege earned
5:00 - 5:05 10:10 - 10:15 11:40 - 11:45	14:10 - 14:15 19:30 - 19:35 29:10 - 29:15		

Teacher Phase GREEN - Program Day ____		GREEN - Program Day __	
Child's Name: _____ Date: _____	Points Possible: Points Needed: Points Earned: ____ Reward Earned: Yes __ No __	Child's Name: _____ Date: _____	Points Possible: Points Needed: Points Earned: ____ Reward Earned: Yes __ No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned	Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned	Tally points here:	_____ Parent's signature _____ Home privilege earned

Teacher Phase GREEN - Program Day___		GREEN - Program Day __	
Child's Name: _____ Date: _____	Points Possible: Points Needed: Points Earned: ____ Reward Earned: Yes __ No __	Child's Name: _____ Date: _____	Points Possible: Points Needed: Points Earned: ____ Reward Earned: Yes __ No __
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned	Goals: 1. Follow directions 2. Work quietly 3. Get along with others	_____ Teacher's signature _____ School privilege earned
Tally points here:	_____ Parent's signature _____ Home privilege earned	Tally points here:	_____ Parent's signature _____ Home privilege earned

RED	RED
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	Goals: 1. Follow directions 2. Work quietly 3. Get along with others
Points lost for not meeting goals	Points lost for not meeting goals
Tally points here:	Tally points here:
Did serious misbehavior occur? 1. Hurting someone 2. Destroying or stealing 3. Defiance 4. _____ 5. _____	Did serious misbehavior occur? 1. Hurting someone 2. Destroying or stealing 3. Defiance 4. _____ 5. _____
Comments:	Comments:

RED	RED
Goals: 1. Follow directions 2. Work quietly 3. Get along with others	Goals: 1. Follow directions 2. Work quietly 3. Get along with others
Points lost for not meeting goals	Points lost for not meeting goals
Tally points here:	Tally points here:
Did serious misbehavior occur? 1. Hurting someone 2. Destroying or stealing 3. Defiance 4. _____ 5. _____	Did serious misbehavior occur? 1. Hurting someone 2. Destroying or stealing 3. Defiance 4. _____ 5. _____
Comments:	Comments:

APPENDIX J

The following is a list of additional resources to facilitate optimal success with this revised version of the CLASS Program.

- The original CLASS Manual was written by Hyman Hops and Hill Walker, (1988), and is available from: Educational Achievement Systems Inc., 319 Nickerson Street, Suite 112, Seattle, Washington 98109. (206) 820-6111.

- Classprompter, a computer program designed to prompt the teacher at variable intervals. Cost: $10.00 plus postage. Available from Michael Rebar, 2090 Graham Drive, Eugene, Oregon 97405.

- Walker, H.M. (1995). The Acting Out Child: Coping with Classroom Disruptions. Longmont, CO 80501: Sopris West, Inc. 1140 Boston Ave. (303) 651-2829.

- Sprick, R. (1994). Interventions: Collaborative Planning for Students At Risk. Longmont, CO 80501: Sopris West, Inc. 1140 Boston Ave. (303) 651-2829.